



Independent Learning Skills Rubric, Grades 1-4, page 1

	DIFFICULTY Meeting Expectations (D)	PROGRESSING Toward Meeting Expectations (P)	MEETING Expectations (M)	SURPASSING Expectations (S)
Works and organizes carefully	<ul style="list-style-type: none"> agenda not regularly completed avoids homework work often missing, incomplete or haphazard in thought/organization disorganized notebooks, desk and locker areas cause wasted time handwriting/printing is messy, careless or illegible 	<ul style="list-style-type: none"> completes agenda with regular guidance takes homework when reminded work often completed and organized uses simple system to organize and find belongings and work handwriting /printing shows evidence of effort and care, but may lack clarity and consistency 	<ul style="list-style-type: none"> completes agenda with reminders checks for homework daily work regularly completed work consistently completed, well organized notebooks, desk and locker areas are neatly organized, belongings and work are easily found handwriting/printing is clear and legible 	<ul style="list-style-type: none"> completes agenda consistently including aspects of own activities clarifies homework before leaving work carefully completed, clearly organized, with excellent quality consistently organized; assists peers to organize notes and belongings handwriting/printing is adapted to different tasks
Works with partners/small groups during assigned tasks	<ul style="list-style-type: none"> ignores or is unkind to group members rarely listens to others' ideas does not contribute to group work does not fulfill role expectations; perhaps leading to group breakdown 	<ul style="list-style-type: none"> interacts with group members with encouragement, may occasionally be negative sometimes listens to others' ideas contributes sporadically to group work fulfills role expectations and shares in work with assistance 	<ul style="list-style-type: none"> interacts positively with group members usually listens to others' ideas willingly performs own tasks to meet group goals fulfills role expectations, helping group accomplish tasks 	<ul style="list-style-type: none"> interacts positively with group members, assisting others to contribute to group work listens actively to others' ideas and gives feedback enhances group product through sharing and helpfulness to others exceeds role expectations, assisting others to fulfill their roles in accomplishing tasks



Independent Learning Skills Rubric, Grades 1-4, page 2

	DIFFICULTY Meeting Expectations (D)	PROGRESSING Toward Meeting Expectations (P)	MEETING Expectations (M)	SURPASSING Expectations (S)
Works independently when appropriate	<ul style="list-style-type: none"> • ignores work missed due to absence • make-up work not completed despite reminders • work done only under direct teacher supervision; frequently off-task • easily distracted from tasks by both self and others; creates distractions for others • ignores independent work or misplaces work • projects lack coherence, details and organization 	<ul style="list-style-type: none"> • asks for help in understanding missed work • some delay in making up work, with reminders • stays on task with reminders, and attempts to focus on assigned tasks • easily distracted by others, but seldom creates distractions • attempts independent work, but soon runs into difficulty • projects provide basic details and illustrations, with simple organization which sometimes has gaps or tangents 	<ul style="list-style-type: none"> • seeks peer and/or teacher assistance to make up missed work • make-up work is handed in with a few or a single reminder(s) • usually focused on completing assigned tasks • tries hard to ignore distractions, and seldom causes distractions for others • undertakes independent work, asking for help when necessary • projects have a central focus with a clear organization, sufficient details and illustrations 	<ul style="list-style-type: none"> • consistently ensures missed work is made up and checks with peers and then teacher • hands in assignments upon return • consistently focused on completing assigned tasks • works through distractions and causes none • independent work completed on time or early with occasional requests for clarification; actively attempts projects or independent work • projects have coherence, with many evidence appropriate details and illustrations; a strong organizational pattern eases the reader's task
Uses time efficiently	<ul style="list-style-type: none"> • seldom uses class time to complete tasks or to clarify assignments • little attempt to complete task or assignment unless under direct teacher guidance • loses focus in transitions from one activity to another 	<ul style="list-style-type: none"> • sometimes uses class time productively • attempts to complete tasks/ assignments in school time; needs reminders • manages transitions from one activity to another with guidance 	<ul style="list-style-type: none"> • usually completes class assigned work during allotted time • seldom needs extra time to complete work • manages transitions effectively from one activity to another in most circumstances 	<ul style="list-style-type: none"> • completes tasks/ assignments on time or ahead of time • uses spare time constructively — works on own interests or projects • moves smoothly from one activity to another, keeping focus
Finds and uses resources and information	<ul style="list-style-type: none"> • has few ideas for finding resources • when given information, has difficulty understanding where it fits 	<ul style="list-style-type: none"> • locates basic resources, like dictionaries/encyclopedias, and uses them with assistance • uses given information appropriately with assistance 	<ul style="list-style-type: none"> • locates and uses basic and more complex resources, like newspapers, libraries and the Internet, to enhance school assignments • adds given information appropriately to own information 	<ul style="list-style-type: none"> • locates and uses multiple resources to enhance school assignments and own interests; contributes information to school or peers • integrates given information with own information

Independent Study Presentation Rubric

Category	1	2	3	4
Time Use	Time was used very poorly. Student seemed unprepared and unrehearsed.	Time was used fairly well. Student seemed slightly prepared and rehearsed.	Time was used quite well. Student seemed fairly prepared and rehearsed.	Time was used very well and student seemed well prepared/ rehearsed.
Presentation Skills	Volume, gestures, eye contact, enthusiasm and fluency were almost never used.	Volume, gestures, eye contact, enthusiasm and fluency were slightly used.	Volume, gestures, eye contact, enthusiasm and fluency were fairly well used.	Volume, gestures, eye contact, enthusiasm and fluency were well used throughout.
Organization	Very disorganized with little structure evident.	Slightly organized with some evidence of structure.	Fairly well organized with clear intro., body and conclusion.	Extremely well organized with clear intro, body and conclusion.
Research	Minimal research was evident.	Some research was evident.	Substantial research was evident.	Thorough research was evident.
Visual Aids	Minimally effective visuals that rarely enhanced information and had little relevance.	Moderately effective visuals that somewhat enhanced information and were relevant.	Substantially effective visuals that enhanced information and were large and meaningful.	Highly effective visuals that enhanced information and were large and meaningful.
Information	Minimally effective.	Moderately effective.	Effective	Highly effective.
Sources	No sources were provided.	Very few sources were provided.	Some sources were provided.	Extensive list of sources was provided.
Time	<4 minutes	4-6 minutes	6-8 minutes	8-10 minutes

Independent Study Criteria

	4 points	3 points	2 points	1 point
Information	Shows thoughtful ideas and critical thinking with information. Above average.	Information was arranged in a thoughtful way. Shows signs of independent thought.	Information was included. Shows some signs of independent thought.	Ideas and Information did not come together in a clear and thoughtful way.
Requirements	Goes beyond requirements. Has all required titles, facts, reasons, and references.	Meets the project requirements. Has all required titles, facts, reasons, and references.	Meets most project requirements. Has most required titles, facts, reasons, and references.	Meets very few project requirements; less than required titles, facts, reasons, and references.
Neatness	Work is neatly done.	Marginally legible handwriting, typing, or printing.	Work is not legible in places.	Work is not legible. Project is messy.
Mechanics and Grammar	Project has no errors in punctuation, capitalization, and spelling.	Project has one or two punctuation, capitalization, and spelling errors.	Project has three to five punctuation, capitalization, and spelling errors.	Project has six or more punctuation, capitalization, and spelling errors.
				Total

Independent Study Rubric

Scoring Criteria	Excellent 4	Good 3	Needs Improvement 2	Unacceptable 1
Identifies a problem.				
Searches the literature for information.				
Develops a list of bibliographic references.				
Researches the topic.				
Prepares a hypothesis.				
Develops an experimental design.				
Identifies deliverable products.				
Conducts experiment(s) (as appropriate).				
Collects data.				
Develops conclusion(s).				
Explains variables.				
Prepares a report using accepted format.				
Includes an outline for the report.				
Includes documentation in the report.				
Includes graphics in the report.				
Organizes the report.				
Presents the report in an acceptable form.				

Rubric for a Research-based Independent Study Project

	Level 1	Level 2	Level 3	Level 4
Goal Setting and Planning (Develop the ability to become an independent and self directed learner)	with assistance rarely identifies personal strengths and growth areas unclear and imprecise personal plans toward achieving goals	with limited assistance identifies personal strengths and growth areas with limited skill develops personal plans with some clarity and precision	independently reflects to identify personal strengths and growth areas appropriately develops clear, precise personal plans	independently consistently reflects to identify personal strengths and growth areas confidently develops clear and precise personal plans
Use of Information and Resources (Develop the ability to use advance technologies as a resource and communication tool)	with assistance limited use of resources unable to identify suitable resources research is disorganized with limited depth and/or some inaccuracies	with limited assistance limited use of resources identifies a limited number of appropriate resources research is organized but displays a limited depth and/or some inaccuracies	independently uses a variety of appropriate resources research is organized with sufficient detail and general accuracy	independently always uses a wide variety of appropriate resources discriminates among resources; able to articulate reasons for choice of resource research is organized and displays depth and accuracy
Reasoning and Problem Solving (improve critical thinking skills through instruction incorporating inquiry, analogy, inference, induction, deduction, analysis, synthesis, and evaluation.)	with assistance uses a few simple ideas and a limited range of appropriate strategies rarely uses higher order thinking skills	with limited assistance uses a variety of simple and related ideas with appropriate strategies occasionally uses higher order thinking skills	independently uses ideas of some complexity and chooses the most appropriate strategy frequently uses higher order thinking skills in decision making	independently uses complex ideas and modifies known strategies or creates new strategies consistently uses higher order thinking skills in decision making
Presentation (Develop creative skills)	with assistance displays limited effort, organization and quality limited creativity is shown lacks accuracy in content and mechanics	with limited assistance displays some evidence of organization and effort to appeal demonstrates some creativity limited accuracy in content and/or mechanics	independently produces organized, appealing products demonstrates creativity demonstrates a general degree of proficiency in content and mechanics	independently produces highly organized and appealing products demonstrates creativity demonstrates a high degree of accuracy in content and mechanics

Rubric for PROJECT EVALUATION

(evaluate performance at each stage of the research cycle)

1. QUESTIONING

- ___ 4 My question is clear, well-focused and requires high level thinking skills in order to research.
- ___ 3 My question is clear and well focused. My question requires moderately high level thinking skills.
- ___ 2 My question is incomplete and unclear. My teacher needed to help me form a question.
- ___ 1 I was unable to come up with a research question.

2. PLANNING

- ___ 4 I made really good use of my time. I was able to remain focused on the tasks and make changes when I needed to. I was able to develop a clear method to organize my information. I was able to make revisions in my plan when needed.
- ___ 3 I was able to work within the time frame my teacher gave me. I was able to develop a system to organize my information. I was able to make revisions with help from my teacher.
- ___ 2 I needed teacher help to list and organize what I needed to do. There are some steps missing in my planning. I made revisions with teacher help.
- ___ 1 I was unable to come up with an organized plan and work within the time limits.

3. GATHERING

- ___ 4 I used a variety of resources and carefully selected only the information that answered my question. I was able to continually revise my search based on information I found.

- ___ 3 I used many resources to find information that answered my question. I tried at revising my search, but had some problems doing so.
- ___ 2 I used 1 or more sources. Original question or focus guided my search, although I should have made revisions. I made errors in selection of references.
- ___ 1 I lost focus during the gathering process and therefore my information was not accurate and complete.

4. SORTING

- ___ 4 I thoroughly selected and organized information that answered my question in a organized way. I selected information that was appropriate.
- ___ 3 I sorted information and organized information that answered my question without too many errors.
- ___ 2 I tried to organize the information I found, but I made some mistakes. I wasn't able to completely stay focused on information that would answer my question.
- ___ 1 I was unable to sort and organize the information I found to answer my question.

5. SYNTHESIZING

- ___ 4 I used the information I found in a meaningful way to create an original product that clearly answers the question with accuracy, detail and understanding.
- ___ 3 My product answers the question in a way that reflects learning using some detail and accuracy.
- ___ 2 My product is not complete and only answers part of the question.
- ___ 1 My product is incomplete and contains missing details and it isn't completely accurate.

Self-Directed Learner

Indicators	1 <i>Rarely Demonstrates</i>	2 <i>Sometimes Demonstrates</i>	3 <i>Usually Demonstrates</i>	4 <i>Consistently Demonstrates</i>
Sets priorities and establishes achievable goals and personal plans for learning	<ul style="list-style-type: none"> • Sets achievable goals and personal plans for learning with ongoing assistance • Sets priorities to achieve goals with ongoing assistance 	<ul style="list-style-type: none"> • Sets achievable goals and personal plans for learning with moderate assistance • Sets priorities to achieve goals with moderate assistance 	<ul style="list-style-type: none"> • Usually sets achievable goals and personal plans for learning • Usually sets priorities to achieve goals 	<ul style="list-style-type: none"> • Consistently sets challenging, achievable goals and personal plans for learning • Consistently sets priorities to achieve goals
Plans and manages time and resources to achieve goals	<ul style="list-style-type: none"> • Manages time and resources with ongoing assistance to achieve goals • Rarely uses a variety of credible and relevant resources 	<ul style="list-style-type: none"> • Manages time and resources with moderate assistance to achieve goals • Sometimes uses a variety of credible and relevant resources 	<ul style="list-style-type: none"> • Usually manages time and resources in an efficient manner to achieve goals • Usually uses a variety of credible and relevant resources 	<ul style="list-style-type: none"> • Consistently manages time and resources in an efficient manner to achieve goals • Consistently uses a variety of credible and relevant resources
Monitors progress and evaluates learning experiences	<ul style="list-style-type: none"> • Checks on progress and learning experiences with ongoing assistance to resolve problems that may be interfering with learning 	<ul style="list-style-type: none"> • Checks on progress and learning experiences with moderate assistance to resolve problems that may be interfering with learning 	<ul style="list-style-type: none"> • Usually checks on progress and learning experiences to resolve problems that may be interfering with learning 	<ul style="list-style-type: none"> • Consistently checks on progress and learning experiences to resolve problems that may be interfering with learning

RUBRIC FOR PROJECT WORK

Description of the Criteria in quality terms:	Rating Scale		
	Excellent	Emerging	Keep Trying
Organizational Skills	3	2	1
• applies creative/imaginative approaches	3	2	1
Self-Discipline	3	2	1
• works independently	3	2	1
• seeks assistance as needed	3	2	1
Presentation Skills	3	2	1
• offers well-organized presentations	3	2	1
• demonstrates imaginative format	3	2	1

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Self-Discipline	3	2	1
• works independently	3	2	1
• seeks assistance as needed	3	2	1
Presentation Skills	3	2	1
• offers well-organized presentations	3	2	1
• demonstrates imaginative format	3	2	1

Independent Reading / Creative Project Rubric

55-65

79-70

89-80

100-90

Content of the Project	100-90	89-80	79-70	55-65
	<p>completely fulfilled the project's proposal.</p> <p>produced a project that is well-designed, creative, and appropriate to the content.</p> <p>covered the topic of the project with specific information.</p> <p>credited sources.</p>	<p>adequately fulfilled the project's proposal.</p> <p>produced a project that is well-designed and appropriate to the content.</p> <p>covered the topic of the project with specific information.</p> <p>credited sources.</p>	<p>minimally fulfilled the project's proposal.</p> <p>produced a project that is adequately designed and somewhat related to the appropriate content.</p> <p>omitted important information.</p> <p>provided incomplete credit for sources.</p>	<p>did not fulfill the project's proposal.</p> <p>exhibited no sense of organization or relationship to the content area.</p> <p>omitted much of the basic information.</p> <p>neglected to provide credit for sources.</p>
Visual Elements of the Project	<p>produced a product that is creative, interesting, and easy to see and understand.</p> <p>supported the purpose of the project.</p> <p>fully communicated main ideas.</p> <p>exhibited outstanding effort.</p>	<p>produced a product that is interesting and easy to see and understand.</p> <p>supported the purpose of the project.</p> <p>communicated main ideas.</p> <p>exhibited excellent effort.</p>	<p>produced a product that is somewhat interesting but difficult to see.</p> <p>somewhat supported the purpose of the product.</p> <p>minimally supported the main idea.</p> <p>exhibited a fair effort.</p>	<p>produced a product that is messy, disorganized, and difficult to see and understand.</p> <p>produced a product not related to the purpose of the project.</p> <p>exhibited no effort.</p>